**Practical Teaching Experience**

**Lesson Planning Document**

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| Name of Preservice Teacher Candidate: **Katie Milliken** |
| Lesson Content Area (i.e. math, language, science): **English** |
| Grade Level: **First Grade** |
| Title of Lesson: **Acrostic Poems** |
| Core Learning Goal(s) (<http://mdk12.org/instruction/curriculum/index.html> ) **Composing in a Variety of Modes**   * **The student will compose to describe, using prose and/or poetic forms.** |
| List the applicable Maryland Voluntary State Curriculum/ Content Standards and Performance Indicators/ Specific Objectives (<http://mdk12.org/instruction/curriculum/index.html> ) for your lesson - you may copy and paste this to this section:   * **Use descriptive words and other details to expand and improve student's own writing** * **Use information from various sources to accomplish a purpose** * **Use elements of poetry to facilitate understanding** |
| List the applicable Maryland Technology Literacy Standards for Students (<http://mdk12.org/instruction/curriculum/technology_literacy/vsc_technology_literacy_standards.pdf> )that will be included in your lesson - find one or two that may apply to what you’re doing/teaching   * **Use the keyboard to type letters and numbers and know how to use special key functions.** * **Use the mouse (or track pad) to perform computer functions (such as accessing an application, indicating a choice, or activating a hyperlink).** |
| Teacher Preparation/ Equipment & Materials (what equipment/software will you use in your lesson?)   * **PowerPoint Presentation** * **Adjectives Website** [**http://www.momswhothink.com/reading/list-of-adjectives.html**](http://www.momswhothink.com/reading/list-of-adjectives.html) * **Acrostic Poem Website** [**http://www.readwritethink.org/files/resources/interactives/acrostic/**](http://www.readwritethink.org/files/resources/interactives/acrostic/) |
| List at least two (2) technology skills will students need to know to successfully complete this lesson.   * **How to access and work an interactive site.** * **How to properly type on a keyboard.** |
| Technology Integration (Specific description of how you will use hardware, software and/or online resources in the lesson.) : **For my technology integration I will use PowerPoint for the students to follow along as well as an interactive site the students will use to create their own acrostic poem. The students can also access a website with a list of adjectives to use in their poem.** |
| Instructional Procedures – describe how you plan to “teach” the lesson. Include the applicable teaching strategy(ies) that you will apply (Constructivism/Behaviorism/Project-Based learning, etc.) **I will use constructivism and project-based learning. With constructivism, the students will generate knowledge and meaning from an interaction between their experiences and their ideas by creating their poems. By using Project-based learning, the students are participating in completing an acrostic poem.** |
| Discussion Prompts (questions) for Critical and Creative Thinking (keep in mind some of the principles of the UDL). You may do this at the beginning of the lesson, within the lesson or at the end. Try to list the discussion prompts/questions on a slide or on the whiteboard for students to consider   * **Have you ever heard of or made an Acrostic Poem?** * **If not, what do you think they are?** |
| Plans for Differentiation- What activities will address the needs of auditory, visual, and kinesthetic learners? Refer to the **UDL Solutions** document (attached in the assignment folder) to incorporate varied strategies for learners. **Visual presentation benefits visual learner, oral discussion benefits auditory learners, and the hands-on creation of an acrostic poem benefits kinesthetic learners.** |
| Summary and Lesson Closure – describe how you plan to end the lesson and prepare students for further learning. (example: discuss what comes next in the unit or the “next step” in learning; suggest activities or websites where students can obtain further information or practice skills) **To end the presentation, I will have the students share their poems with the class or a partner. I will then discuss what we will be doing next, which would be interpreting poems by identifying rhyme, rhythm, and repetition and summarizing the events and telling the meaning of the poem. Additional websites include:** [**http://www.enchantedlearning.com/poetry/acrostic/**](http://www.enchantedlearning.com/poetry/acrostic/) **and**  [**http://www.poetry4kids.com/modules.php?name=Web\_Links&l\_op=viewlink&cid=11**](http://www.poetry4kids.com/modules.php?name=Web_Links&l_op=viewlink&cid=11) |
| Formative Assessment [how will you conduct a quick assessment to determine who needs review or if this lesson needs to be taught again in a different method. This need not be a test or quiz – it can be a worksheet or other activity or an opportunity for students to reflect on their learning (this could be oral, written, art, etc.) **Oral:** **at the end, the students will be asked to recap what an Acrostic Poem is and share their poems with the class.** |
| Extension of learning: are there activities students can do (homework, online sites with games/tests) to practice their skills?: **At home, students can access the site to create more Acrostic Poems and share them with their family. They can also further explore more adjectives.** |

**Definition of Terms**

*Differentiating Instruction:* To differentiate instruction is to recognize students varying background knowledge, readiness, language, preferences in learning, interests, and to react responsively. <http://www.cast.org/publications/ncac/ncac_diffinstruc.html>

*Formative Assessment*: Measurements which allow one to determine the degree to which students know or are able to do a given learning task, and which identifies the part of the task that the student does not know or is unable to do. Outcomes suggest future steps for teaching and learning.

[www.journeytoexcellence.org/practice/assessment/glossary.phtml](http://www.google.com/url?sa=X&start=0&oi=define&q=http://www.journeytoexcellence.org/practice/assessment/glossary.phtml)

*Maryland Voluntary State Curriculum*: The Voluntary State Curriculum defines what students should know and be able to do at each grade level Pre-K through 8 in four content areas: Mathematics, Reading/English Language Arts, Science, and Social Studies. It also defines what students should know and be able to do in 10th grade Reading. <http://mdk12.org/mspp/vsc/index.html>